

Submitter: Amy Fellows

On Behalf Of:

Committee: Senate Committee On Education

Measure, Appointment or Topic: SB1572

Chair Lew Frederick, Vice-Chair Suzanne Weber and members of the committee-

I am very concerned about SB1572 and the implications it will have for Disabled, Black and/or Brown students in Oregon.

Some specific concerns include:

- * Disability-related behaviors are often misinterpreted as “disruption,” rather than a sign that appropriate supports are needed.
- * The bill gives too much power to a single adult to remove a child and block their return, increasing the risk of bias and exclusion
- * Children with developmental disabilities, mental health needs, and trauma histories are likely to be disproportionately impacted
- * Exclusionary discipline escalates problems rather than solving them and undermines inclusive, trauma-informed education practices

Our schools have been steeped in behaviorist practices such as Positive Behavior Interventions and Supports (PBIS) that have had been in place for over 30 years since University of Oregon introduced them and they clearly do not work, especially for kids who need the most supports.

What does work is the combination of upstream approaches that are much more effective for neurodivergent and traumatized youth than the behaviorist approaches now being done

in most schools are:

- 1) adults understanding their own nervous system and role as co-regulators
- 2) having sensory safe environments and understanding how dysregulation from sensory challenges impacts especially neurodivergent and traumatized children and
- 3) Collaborative Problem Solving (which Oregon Health Authority has already invested in and wouldn't be hard for Oregon Department of Education to access these trainings).

I urge you to please vote NO on SB1572.

Thank you,

Amy Fellows, MPH
Eugene